Friday, December 5, 2014
19 shopping days left until Christmas.
The outlet mall is a few hundred yards away.
Just saying.

Let Your Creativity Run Wild:
High Interest Topics for Parent University

Willa Rosen
Education Service Center, Region 13
PLEASE TELL US:
1. YOUR NAME
2. YOUR WORKPLACE
3. YOUR ROLE IN CREATING FAMILY PROGRAMS AND EVENTS.
4. YOUR BEST FAMILY EVENT, EVER!

Let’s get to know each other a little bit. We will be spending the next 75 minutes together.
Agenda for the Day

1. Introduction to Social Marketing
2. The Eight Step Model to Create Engaging Programs
3. Practice in Creating High Engagement Activities

Ground Rules:
- The more you participate, the more you will get out of this session.
- The solutions are not on your smartphone, I promise. You would have found them already.
- Chat with other participants. They just might have solutions you are looking for.
Introduction to Social Marketing

How can we connect with our families? What is most important to them?
What is Social Marketing?

Social marketing involves efforts toward influencing audiences to adopt or change social behaviors or ideas, such as adopting more effective education strategies or developing more pro-social behaviors.
What Social Marketing Is Not . . .

Social marketing is not an awareness campaign.

Awareness campaigns seek to help the audience understand an issue. Social marketing seeks to persuade the audience to act differently.
Characteristics of Social Marketing

• Uses techniques similar to commercial marketing
• Is grounded in science and driven by consumers
  • Considers the perceptions and perceived needs of the target audience as an essential element of planning.
Priorities
Families have lots of choices on where to invest their time.
Social Exchange Theory views people, and individuals in particular, as rationally trying to get what they want or need by exchanging valued resources with others. Time, attention, and effort all factor into these exchanges.

This is the part where we get our research on.
Competition for Time and Attention
Competition for Time and Attention

• What is your audience doing now instead of taking the action you want them to take?
• What do they like and dislike about your desired behavior?
• What makes it easy and hard to change to the desired behavior?
• Who would approve and disapprove of the audience doing the desired behavior?
Motivation for Change

The four most powerful drivers of human behavior:
• Benefits – What will I gain by changing my behavior?
• Costs – What do I have to give up if I change my behavior?
• Others – What will people think if I change my behavior?
• Self-efficacy – How will I succeed?
What Do Your Family Activities Have to Offer?
<table>
<thead>
<tr>
<th>POSSESSIONS</th>
<th>POVERTY</th>
<th>MIDDLE CLASS</th>
<th>WEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>People</td>
<td>Things</td>
<td>One-of-a-kind objects, legacies, pedigrees.</td>
</tr>
<tr>
<td>MONEY</td>
<td>To be used, spent.</td>
<td>To be managed.</td>
<td>To be conserved, invested.</td>
</tr>
<tr>
<td>PERSONALITY</td>
<td>Is for entertainment. Sense of humor is highly valued.</td>
<td>If for acquisition and stability. Achievement is highly valued.</td>
<td>Is for connections. Financial, political, social connections are highly valued.</td>
</tr>
<tr>
<td>SOCIAL EMPHASIS</td>
<td>Social inclusion of people he/she likes.</td>
<td>Emphasis is on self-governance and self-sufficiency.</td>
<td>Emphasis is on social exclusion.</td>
</tr>
<tr>
<td>FOOD</td>
<td>Key question: Did you have enough? Quantity important.</td>
<td>Key question: Did you like it? Quality important.</td>
<td>Key question: Was it presented well? Presentation important.</td>
</tr>
<tr>
<td>CLOTHING</td>
<td>Clothing valued for individual style and expression of personality.</td>
<td>Clothing valued for its quality and acceptance into norm of middle class. Label important.</td>
<td>Clothing valued for its artistic sense and expression. Designer important.</td>
</tr>
<tr>
<td>TIME</td>
<td>Present most important. Decisions made for moment based on feelings or survival.</td>
<td>Future most important. Decisions made against future ramifications.</td>
<td>Traditions and history most important. Decisions made partially on basis of tradition and decorum.</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Valued and revered as abstract but not as reality</td>
<td>Crucial for climbing success ladder and making money.</td>
<td>Necessary tradition for making and maintaining connections.</td>
</tr>
<tr>
<td>DESTINY</td>
<td>Believes in fate. Cannot do much to mitigate chance.</td>
<td>Believes in choice. Can change future with good choices now.</td>
<td>Noblesse oblige. ('Nobility Obliges')</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Casual register. Language is about survival.</td>
<td>Formal register. Language is about negotiation.</td>
<td>Formal register. Language is about networking.</td>
</tr>
<tr>
<td>FAMILY STRUCTURE</td>
<td>Tends to be matriarchal.</td>
<td>Tends to be patriarchal.</td>
<td>Depends on who has money.</td>
</tr>
<tr>
<td>WORLD VIEW</td>
<td>Sees world in terms of local setting.</td>
<td>Sees world in terms of national setting.</td>
<td>See world in terms of international view.</td>
</tr>
<tr>
<td>LOVE</td>
<td>Love and acceptance conditional, based upon whether individual is liked.</td>
<td>Love and acceptance conditional and based largely upon achievement.</td>
<td>Love and acceptance conditional and related to social standing and connections.</td>
</tr>
</tbody>
</table>
What Would Motivate You To Give Up Your Evening?

KEEP CALM
IT'S ONLY
A NIGHT OUT
The Eight-Step Model to Creating Highly Engaging Programs

You are only eight steps away from more engaging and relevant parent programs. Lace up those walking shoes.
PREPARED
Step 1: Assess the Situation

Purpose: To realistically assess your situation and the challenges you are facing.

- In this step, you develop a realistic overview of the opportunities and challenges of “getting the word out” to your community.
- You should review your available resources—all that you have and all that you might need to move forward.
- The bottom line: To plan effectively for the future, you must know exactly where you are today and this step will help you accomplish that.
Step 2: Set Goals and Objectives

Purpose: To articulate your accomplishments in ways that can be measured for success.

It’s a priority. Goals and objectives should be realistic and focused on the largest and most urgent problems being addressed by your school/organization.

It’s realistic. Your goals must reflect available resources and potential sources of support.

It’s measurable. Frame your goals in a way that will indicate whether you have succeeded.

It seeks to engage and change behavior. Raising awareness may be an important first step in your efforts, but your goal ultimately seeks to change behavior.
Step 3: Identify Target Audience/s

Purpose: To identify all potential target audience segments for each goal. To prioritize those audiences and learn as much as possible about them.

Identifying target audiences is no small feat. This step requires you first to identify the specific target audiences you need to reach for each separate goal from Step 2—and then learn as much as you can about them.

Some examples are:

- Parents of students taking college entrance exams.
- Parents of fifth grade boys not passing STAAR tests.
- Parents who only speak Spanish with children failing one or more classes.
Step 4: Develop and Pre-Test Messages

Purpose: To develop effective messages that will resonate with your target audiences and compel them to think, feel, or act in ways that support your goals.

- Show the urgency of the issue or program to their lives by relating it to their core concerns.
- Reflect an understanding of their situation and cultural or ethnic background.
- Motivate the target audience to think, feel, and act.
- Use language that is as free of technical, scientific, or bureaucratic jargon as possible.
Step 5: Select Materials and Strategies

Purpose: To identify the most appropriate avenues for delivering your messages to your target audiences.
What sources of information do they trust?
How and where does the audience spend time?
Are these delivered to your target audiences in a timely manner?
Are these aligned with your budget and resources?
Are these culturally sensitive?
Are they tailored to the community’s overall needs?
Step Six: Develop Your Action Plan

Purpose: To determine where, when, and how each task will be done to implement the plan.

- Major activities and tasks.
- Target date for completing each task.
- The person responsible for each task.
Step 7: Develop and Pre-Test Materials

Purpose: To ensure that your messages and materials will resonate with target audiences before they are used or produced.

Identify whether your messages and materials have any major flaws. Explore alternative messages and materials. Fine-tune your messages and materials.

There are several ways to pretest messages and materials, including:

- Surveys.
- Focus groups.
- One-on-one interviews.
- Advisory boards.
Step 8: Implement, Evaluate and Modify Plan

Purpose: To determine if the plan is meeting its goals and, if not, to make appropriate and timely modifications to ensure success.

• Determine which strategies are (and are not) resonating with your target audiences.
• Identify the channels, materials, activities, and partnerships that are (and are not) helping you to reach and engage your target audiences.
• Identify obstacles that you had not anticipated.
• Identify the NEW audiences that will help you reach your goals—audiences you hadn’t recognized when you developed your initial plan.
• Create and implement new approaches for success.
NOW IT'S YOUR TURN.
PRACTICE IN CREATING HIGH ENGAGEMENT ACTIVITIES

Let’s share the wonderfully creative ideas inside of your head. Your morning coffee has kicked in by now.
Group Work
Creating High Engagement Activities

1. Form into eight groups. Each group will be assigned one of the eight steps.
2. In the time provided, develop strategies and to complete your step for the shared topic.
3. Be prepared to do a brief report out to the larger group.
Despite being great education professionals, we cannot do it all ourselves (although many might try).

It’s about team work, and being part of a multi-disciplinary team is the secret to success.
This has been 75 minutes of your life you will never get back. I sincerely hope it was worth your time and effort to attend.


Willa Rosen, Education Specialist
512.919.5326 – willa.rosen@esc13.txed.net